



Lesson 2

| Learning objectives | Learning outcomes | Evidence for Assessment |
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| <ul style="list-style-type: none">• Acquire progressively autonomy in their usual activities.• Interact with others, and gradually acquire elementary patterns of coexistence and social relationship, as well as exercised in the peaceful resolution of conflicts.• Develop communication skills in different languages and forms of expression.• Start in the logical-mathematical skills in literacy and in the movement, gesture and the pace. | <ul style="list-style-type: none">• Develop fine motor• They have to experience and to become sharers of the spell.• Learn the song | <ul style="list-style-type: none">• The will be able to maintain visual contact with the teacher• Follow the rhythm of the song• They have to know when their animal is doing the action |

| Dicourse/Text targeted | Languaje targeted- Non-verbal L Targeted |
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| <ul style="list-style-type: none">• The song “Hocus Pocus’ | <ul style="list-style-type: none">• Eye contact, cues, illustrators and emblems |

Outline of leading activities

The children painted a witch hat. Teacher will surprise them taking out all the animals of the story with the same hats that they had painted



| Classroom Management | Timing | Grouping | Pupils | Teacher | Resources |
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| | 10:00:00 10:00:30 | All the group | Child's sing the song <i>"Hello Hello"</i> with Skippy. | The teacher sings the song <i>"Hello Hello"</i> with Skippy. | The song and Skippy. |
| | 10:00:30 10:01:00 | All the group | Child's go to their own sit's singing <i>"Walking walking"</i> song | Supervise the children singing too | The song |
| | 10:01:00 10:01:30 | All the group | Child's are sitting down on their chairs | Give them the cards with pictures of witches hat's to draw. | The cards |
| | 10:01:30 10:02:30 | All the group | Child's sitting on their chairs pay attention during the explanation of the teacher. | Explain the activity. | Skippy |
| | 10:02:30 10:12:30 | All the group | Draw the hats of the cards | Supervise and help children | The cards and crayons |
| | 10:12:30 10:13:30 | All the group | Clean up the class singing the song <i>"Clean up"</i> | The teacher pick up the cards of the children | The song |
| | 10:13:30 10:14:00 | All group | Child's sit down on the floor sing the song <i>"Make a circle"</i> | The teacher sing the song making cues helped by Skippy | The song and Skippy. |
| | 10:14:00 10:15:00 | All group | Child's catch their animals | The teacher surprise them with the animals and their new hats, after that the teacher give to child's their animals | Animals and hats |
| | 10:15:00 10:19:00 | All group | Childs sing the song representing their animals | The teacher sing the song looking up the children and taking imaginary photography's | Song and Skippy |



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| | 10:19:00 10:20:00 | All the group | Glue the stickers and all the class sing the song “Goodbye Skippy” | Self- assessment | The song and Skippy |
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Assessment Criteria

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| All children must be able to know the ingredients of the spell and recognise what is their character with the hat. They also know the rhythm of the song | Most of the children will be able to know the song and moves | Some of the children could sing the song with the moves knowing when their characters take place on the spell |
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